Childhood Education

Schools Contribute

to Building Strength for Living

October 1951

JOURNAL OF
ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL

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Childhood Education

For Those Concerned with Children

To Stimulate Thinking Rather Than Advocate Fixed Practice

Next Month—

"Clarifying Beliefs and Values" is the November theme. William H. Kilpatrick explains the need for such clarification in an editorial "Beliefs and Values Give Direction." Agnes Snyder delves into the genesis and development of values within the individual.

Anecdotal accounts are given in two articles. The teachers of Jordan School District, Utah, develop values through democratic living. Helping children with puzzling value problems is told by Norma Law, Oneonta, New York.

"Groping May Be Growing" by Helen Buckley of Oswego, New York, expands the terse statements of a curriculum report on science into the meaningful experience it was for her first grade. Don't miss Paul Limbert's article on "Real Patriotism for Children."

News and reviews bring information on happenings and materials.

EDUCATIONAL PRESS ASSOCIATION OF AMERICA

REPRINTS — Orders for reprints (no less than 50) from this issue must be received by the Graphic Arts Press, 914 20th Street, N. W., Washington 6, D. C., by the fifteenth of the month.

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Subscription $4.50. ACEI membership (including subscription) $7.00. Single copies 75 cents. Send orders to 1200 Fifteenth Street, N. W., Washington 5, D. C. . . . Entered as second class matter at the post office at Washington, D. C., under the act of March 3, 1879.

Copyright 1951, Association for Childhood Education International, Washington 5, D. C.

Published monthly September through May by

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL
1200 15th ST., N.W., WASHINGTON 5, D. C.

Courtesy, Philadelphia Public School

Children can understand the meaning and requirements of democratic citizenship. ***United Nations Day is October 24.***

Faith, Vision, and Leadership -- *in Public Education*

A "CEASE-FIRE" TRUCE IN KOREA WILL save the lives of many soldiers of the United Nations. People who believe in democracy and free education cannot turn aside, however, from the facts of reality. A truce may terminate military conflict. It will not retard the members of the Russian Politburo in their ambition to undermine people's faith in and desire for the democratic way of life. They shall continue their subtle efforts to use education as a weapon to pattern the minds of children, youth, and adults whom they seek to control.

The survival of democracy and free education calls for total mobilization of the faith, the ideas, and the citizenship of all persons who desire freedom for themselves and their children. The development of mental and moral power is as essential as continued economic and military preparations. The nation's defense program will be vulnerable unless an "all-out" effort is made by citizens to build and to maintain good schools for all American children and youth.

The large school population that will be enrolled during the next decade should be accepted as a challenging opportunity. These millions of young citizens give our nation its most effective method to prevent the aggressive march of totalitarianism and communism. The competency of these young citizens to cope intelligently with social and economic opportunities and problems of the next fifty years will depend on the quality of educational opportunities that adults provide in the homes, in the churches, and in the schools. The building of good schools in every community is as essential to national defense as the construction of atomic and hydrogen bombs.

Democratic ideas and values cannot be manufactured or purchased. They can be developed only by democratic education. Each school program should offer experiences and professional leadership that will enable children and youth to discover and to develop ideas, values, interests, and abilities that contribute to strength for living in a democratic society.

Good schools, like the developmental years of children, cannot be postponed until after a settlement in the international crisis has been obtained. Tomorrow's citizens cannot escape the mental and moral consequences of the education program that adults make available in today's elementary and secondary schools. Concern for survival of American democracy as well as love for children should motivate laymen, parents, and school people to unite in the effort to protect young citizens from the costly effects of inadequate buildings, crowded classrooms, and the shortage of competent teachers. Good schools reflect the people's recognition of the potential power in democratic education They represent, also, the people's investment in their children and in their country's future.

The need for parents and laymen to cooperate with school administrators and teachers is urgent in studying (1) probable requirements for successful citizenship in an interdependent world society, (2) basic differences between totalitarian and democratic education, (3) kinds of

classroom experiences and instructional methods that develop qualities of a democratic mind, (4) changes that should be made in the curriculum to assist pupils to develop social literacy, and (5) characteristics of a school program that contribute to mental and moral strength for living with one's self and with other people. Unity in action to study conditions, needs, and promising practices of each school is a most productive way to protect children and school people from uninformed, unfair, and selfish criticism.

Adults will support democratic education when they are given the opportunity to understand its meaning and function.

School administrators and teachers can render an important service to children, to the community, and to national defense by interpreting the objectives, the instructional practices, and the curriculum requirements to laymen and parents. Members of the community should be encouraged to visit schools. Group meetings should be arranged so that teachers may assist parents in understanding what the school is trying to do for the children and for the community. Children, when they understand the opportunity, can be effective interpreters of the life experienced in classrooms. Good schools are a community endeavor that calls for cooperation of individuals and organizations interested in the improvement of the community, in the maximum development of each young citizen, and in the preservation of free education for free people.

Schools can contribute more effectively tc improvement in personal and community living when laymen, parents, and teachers accept cooperative responsibility for planning a school program that helps each child to:

- discover and maintain his personal integrity
- develop critical use of the tools of learning
- learn the values and techniques in cooperative planning, executing, and evaluation
- learn social responsibility through participation in socially useful work
- understand the meaning and requirements of democratic citizenship
- gain factual information about people of other countries
- discover and accept the functional value of ethical values in human relations
- recognize his duty to be a builder of American democracy
- learn to face new situations with courage and self-control.

SCHOOLS THAT ARE DESIGNED TO PROvide leadership and experiences for assisting young citizens in developing mental and moral strength for living in daily life will contribute indispensable service to the nation's civil defense program and to the cause of world peace. This school year will present many opportunities that should challenge the professional leadership of school administrators, teachers, and parents. Let us respond with vision and courage.—E. T. MCSWAIN, *professor of education, Northwestern University, Evanston, Illinois.*

By RICHARD BARNES KENNAN

WHAT ARE THEY CALLING YOU TODAY?

What Should We Do About Criticism of and Attacks on the Schools?

Richard Barnes Kennan, executive secretary, National Commission for the Defense of Democracy Through Education, National Education Association, has been devoting full time to the attacks on the schools. The Commission is interested in defending education from unfair criticism and in sifting and sorting what is being said, discovering from whence comes the attack, and in unearthing the facts involved. In this article Mr. Kennan brings out the individual teacher's responsibility in creating confidence and renewed faith in our schools.

NOT LONG AGO A FASCINATING LITTLE editorial in one of the magazines quoted an old timer as saying, "In this section of the country a fella that ain't never been lost ain't never been anywhere!" In these troublous days it's beginning to seem as though any teacher who hasn't been called names by those who are endeavoring to create distrust of public education just couldn't have been doing anything.

In the good old days most educators felt that the really serious problems in public relations were largely the responsibility of the superintendents and principals and occasionally the social studies teachers and the coaches. Of course, all teachers had an occasional irate parent to deal with and it was not unknown to have a large group of parents become so disturbed over a problem of largely personal relations that they would set out to see that a teacher was dismissed from the school system. However, many a teacher went through his whole professional life without having first-hand contact with a serious attack on a fellow teacher.

In recent months a rather new and sinister phenomenon has developed in relation to public education in general in this country. At least one organization, national in scope, has boasted that it will carry its program of creating distrust for public education into every state and many communities throughout this land. There is clear evidence of at least an informal coalition of national organizations all seeming to make the difficult job of the classroom teacher far more difficult. The story of these groups has been quite widely told in such articles as "Who's Trying to Ruin Our Schools?" by Arthur Morse in the September 1951 issue of *McCall's Magazine*. The programs of many of these groups appear to be aimed at the destruction of public education through misrepresentation, distortion, and suspicion. They have been proved, however, not so dangerous when their nature and motives are made public and proper steps are taken to offset their influences.

A publisher of a chain of newspapers has recently published an editorial in his newspapers entitled "Why I Am Opposed to Public Education;" his theme song seems to be—public education is so-

cialism: compulsory education is communism. An editor of a "front" organization for some large businesses preaches the gospel that schools today are indoctrinating the children to be "collectivists." A man whom two Attorneys General of the United States have listed as "subversive and Fascist" is trying to make people believe that public school teachers are a dangerous group who are endeavoring to undermine the patriotism of America's children.

What Have They Got To Gain?

Most teachers when confronted with some of the outrageous statements of the opponents of modern education are shocked and have a strange feeling that they are facing one of those situations that "can't happen here." Schools are facing some of their greatest problems of a generation with a lack of qualified teachers (particularly in the elementary schools), badly overcrowded classrooms, and inadequate finances. During these times it is atrocious for any group unnecessarily to throw this basic institution of our American way of life into greater jeopardy.

For a long time there has been a small group in this country who have been opposed to public education for various reasons. These people have apparently seized upon the present situation of overcrowded, understaffed schools, to become more vocal and effective.

There are groups that appear to distrust the regular governmental processes of our democratic republic and want to impose an authoritarian system. They argue for a national censorship of textbooks and a national authority to determine courses of study.

There are individuals and organizations that seem determined to cut taxes at any cost. They look to the public schools as one of the easiest places to attack, and fight to cut school costs regardless of the damage it will do to the children of this country.

There are groups that have become frightened and obsessed by the present general condition of threat and fear and uncertainty. They use the schools as a scapegoat and seem hopefully to expect to find a Commnist under every teacher's desk.

There are those who favor only bare fundamentals and are opposed to the amount of education that is being given today. Among such groups there are those who would eliminate the public colleges, nursery schools, kindergartens, and even the public secondary schools. They would drop all areas of learning which they term the "fads and frills" in education.

There are those who apparently want to control the schools in order to further a particular political or economic ideology. Such groups seem to resent the American system of local control of the schools and are trying directly or indirectly to impose their own ideas into textbooks and courses.

Any one of these or other similar groups in itself would not have too much effect in the normal run of activities. However, when the groups bring their campaigns to bear concertedly in a formal or informal coalition it is essential that all public school people become alert and active if the schools are not to be seriously damaged.

What is the Individual Teacher's Responsibility?

Children suffer whenever schools or individual teachers are attacked. The classroom can no longer provide the security needed for learning and understanding when controversy arises. No teacher anywhere in the United States, even in the most remote hamlet or the

most inconvenient "temporary" classroom, can consider his school completely free of the danger of the effects of the groups who are creating distrust of public education. It becomes imperative for *every* teacher to be active in creating confidence and renewed faith in our schools and in defeating the activities of our opponents.

In the first place, we must all be judicious in our consideration of criticisms and attacks on our schools. Sincere criticism is really the life blood of progress in any public institution and it would be better to have some actual subversive attacks than to stifle any sincere criticism of the schools. We must remember that in the normal course of events we are bound to have some unhappy and dissatisfied people among the parents and patrons of our schools, and it is our responsibility to respect them and to try to win them to a recognition of the achievements of the schools and of the objectives that the local schools are attempting to win.

Second, we should be alert. We should see to it that the leaders in our local professional organizations are alert to the names, nature, and purposes of the leading groups that are making unjustified attacks on the schools. "Forewarned is forearmed."

Third, we should "put our house in order." We should see to it that we know what our objectives really are and that they are worthy, challenging, and forward looking. In some school systems one group of teachers doesn't know what another group is trying to do. There has been too little understanding between elementary and secondary teachers; between "academic" and "vocational" teachers; between teachers and supervisors. We can hardly expect to win large groups of friends from outside of our profession unless we are more friendly among ourselves. We cannot help the parents and patrons to understand and support the system of education of which we are a part if we do not at least try to understand and support it ourselves.

Fourth, we must be careful not to be overly proud or pretentious or unreasonable. We teach in public schools that belong to the public and most of the public will understand what we are trying to do if we will be reasonable and careful and patient in our efforts to effect understandings.

The parents of the children in our schools are a large proportion of the public. We need their help in providing the best education possible for their children. They will cooperate with us if invited to join in a spirit that suggests this is a responsibility to be shared.

This list of responsibilities could be quite extended and detailed. It would be well to add only one more point, and that is the need for being more adept in our public relations. Here is one of the areas least understood but most important in the battle to win increased support for public education. Unfortunately, it seems that most teachers when they hear the term "public relations" immediately think, "Oh, yes, we must have a committee to see that we get more publicity in the papers. And we must see to it that some of us make some good speeches. And I suppose I must attend the PTA meetings." The kind of public relations that we need to be most concerned with certainly includes the above, but there are much simpler and less formal matters that involve every member of the school personnel.

There is the matter of the school atmosphere. We all have visited schools like M and N. When parents went to visit M, it was difficult to find a source of information and direction. It was

almost impossible to talk with any teacher, and in general, parents were made to feel that they were nuisances getting in the way of very busy people whether the visit was during the school day, after school, or even in the evening or special visitation occasions. In the N school there were signs showing the visitor to the office; custodians, teachers, and others seemed happy to give information and directions. The office staff was pleasant and helpful and the teachers seemed to welcome the parents as having a co-interest in the children, with information and ideas to be exchanged for the mutual benefit of both parents and teachers. The N school spent hardly more than ten minutes longer with the parents than M, but in periods of stress M school has a constant battle to fight and it is frequently a losing one; on the other hand, the N school is strongly supported by the parents and other citizens in the community and is steadily moving ahead.

Public relations are just that simple. In the second school mentioned above every cafeteria worker, every custodian, every teacher, every supervisor remembers the "public" in public schools, and is eager to make the public appreciate and like its schools. On thousands of occasions the difference between a teacher's smile and friendly interest to a stranger in the school as opposed to a glum, hurried, irritated response, has meant the difference of several votes when the next district election took place and a decision was made regarding increased taxation for school expenses or another bond issue for more nearly adequate school buildings.

Public relations should be something like your new Fall bonnet: pretty enough to win attention but not so startling that it attracts shocked stares.

Any really alert professional group will see to it that it has members representing it in the major civic and social organizations of the community. Too often school people send representatives to such organizations only when they need their special help in a period of difficulty or change. If educators would but realize it, it is much more important to have a good representative of the teaching profession present winning interest, understanding, and friendship for the schools when conditions are normal.

Public relations are really even simpler and less formal than in the school and organization occasions mentioned above, however. Some of the best opportunities are in the day-to-day contact with neighbors, acquaintances, and with other people. An amazing amount of good will for the schools can be built up when people in the community recognize teachers as such and hear a good word from them now and then about some of the fine accomplishments of the schools. How recently have you talked with the nearby real estate man, your banker, your doctor, the neighbor who is a labor union president, the machinist who works on your car, or the farmer who brings the fresh vegetables to your door, informally letting them know of some of the achievements of the schools and recognizing some of the fine things the youngsters of the community are doing?

Don't forget that the youngster in the classroom is probably the best public relations channel. The times that one can say something nice about a youngster, send word home about something he's done in the school day, take home a paper he's written or a picture he's drawn with a comment calling attention to the value of the project, the comments recognizing the help he has given in the classroom, the interest he has taken in activities on the playground—all of these help in

"making friends and influencing people." Certainly the contact with the youngster's parents should not be just on problems of a more or less unhappy nature.

Are you subversive? Are you godless? Are you a collectivist? Are you failing to teach the 3 R's? Have you turned from the "fundamentals" to play around with "fads and frills?" For 99.98 percent of America's teachers the answer is so obviously *no*, that the very questions are shocking or silly; but there are organizations and individuals spending full time and large sums of money these days saying that you have all of these unworthy characteristics and more besides. And their words can seriously damage you, your good friends in the profession, and the whole system of public education *unless* you and your colleagues recognize and assume a full share of responsibility for winning more good friends for public education and for making your community more fully aware of the accomplishments and objectives of the schools. What you, "dear reader," do in your in-school and out-of-school activities, in your formal and informal, social and business contacts, in your home and community, among those you serve and those who serve you—in fact, in almost *all* of your daily contacts—will have a far greater bearing than you may realize on the future of our American system of public schools and, in the long run, on the very future of this land we love.

Editor's Note: Every teacher needs to keep up with what is happening. We are listing only a part of a bibliography prepared by Robert A. Skaife, field secretary, National Commission for the Defense of Democracy Through Education. You are urged to write to the Commission, National Education Association, 1201 Sixteenth St., N.W., Washington 6, D. C., for the complete bibliography which is concerned with the recent wave of attacks on public education.

Also ask for the pamphlet "The Superintendent Was the Target" which contains four of the short articles which have been reprinted from newspapers and magazines. There is no charge. Keep up-to-date with the findings of the Commission and do your part in disseminating the facts that you learn.

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The Schools Are Strengthened By . . .

The children of our schools come from many kinds of homes and families. The desires and hopes and fears of what school may mean to them differ, yet understanding each other is basic to working together. Laymen as well as educators are concerned with the kind of job being done and how it is being done and the plural responsibility for that job. This is the strength of our schools! CHILDHOOD EDUCATION asked people *in four areas to report the relationships of those areas to the schools.*

Gordon H. Cole, editor of The Machinist, organ for the International Association of Machinists, tells us why labor must and should be included in planning educational programs. The textbook and supply companies carry a responsibility in their contribution which is reported by Earl E. Welch, editor in chief, Silver Burdette Company, New York. The advantages of reciprocal relation between education and business and industry is reported by Warren Nelson, director of educational research, Hill and Knowlton, a public relations firm in New York City. Katherine Wise, Home Economist of Station KOMO, Seattle, Washington, relates how publicity via radio, television, press, and movies can create strength for our nation's schools through good public relations.

. . . Labor

By GORDON H. COLE

EVERY GROUP IN THE COMMUNITY CONtributes to the health and welfare of the public schools. Organized labor, the local unions in any community, can be the backbone of every effort to strengthen the public school system. Labor will be an ever ready source of strength—if educators will take the trouble to acquaint union officers with school problems and to enlist their support. By the very nature of things, union families suffer more from the deterioration of our public schools than any other group. Union members cannot afford to send their sons and daughters to private schools. At the same time, a man who, himself, lacks a formal education is usually the most conscious of the spiritual and economic advantages that flow from education.

In the last century the establishment of the public school system in the United States was one of the primary objectives of the early labor organizations. In the case of the International Association of Machinists the historians have turned up the interesting fact that Tom Talbot, a railroad machinist and the first president of the International Association of Machinists, couldn't afford to send his son to high school in Atlanta in the 1880's, and that this fact was one of the primary drives behind his efforts to start a trade union for machinists. Members of our union today differ from Tom Talbot only because today most of us would like to send our sons and daughters to college.

Today every community has a central labor council which concerns itself with the welfare of the community. Every community has local lodges of the

machinists union and dozens of other unions. Closer liaison between educators, school superintendents, school teachers, and the union leaders in the community can develop ready support for more adequate financing of the public schools.

Without exception, union members are willing to pay their share of school taxes. They are ready and willing to help crusade for adequate funds for teachers' salaries, and for adequate plant and equipment for schools.

Any school superintendent, any educator who does not enlist the support of the trade unions in his community in the struggle against starvation of the public schools is passing up one group that can contribute to the strengthening of the public school system.

. . . Publishing and Supply Companies

By EARL E. WELCH

THE CHIEF ROLE OF THE AMERICAN public school is to provide an opportunity for learning. Indeed it might be said that the school exists because of the need for organized, efficient learning on the part of the child. Our society is unbelievably complex, and the individual cannot intelligently chart his way in it except as society itself provides direct help through education. The child does not learn by accident or coincidence to understand his society or to use the tools essential to living in it.

This places a heavy responsibility on those who plan the daily activities of the classroom and an equally heavy responsibility on those who plan and create materials of learning. First of all, the materials which are created should contribute directly to learning, whether they are textbooks, encyclopedias, or building blocks. They must, therefore, be planned and developed as learning materials, and those who use them should be helped to use them so that learning actually takes place.

In good learning materials in printed form, there is a careful development of ideas. One idea is related to another. A foundation is laid so that the child may have the security of understanding as he undertakes new learning tasks from day to day. So the basic skill of organization is one major contribution which the producers of learning materials bring to the school and to the child.

Although the printed word is perhaps the greatest heritage which one generation passes on to the next, no one can read all there is to read. Therefore careful selection is required to make sure that the materials put into the hands of children as "learning materials" are worthy of the name.

It is essential to recognize that organized and efficient learning of what is in a textbook is not enough. Good learning materials must meet still another criterion. They must contribute to the development of skills which the individual needs to use in the demanding activities of life outside the classroom. The school does not give the child his total education. The school and the materials used in the school must open the doors of understanding to the real world in which the child lives, and much of this world is outside the classroom.

A reader which teaches a child to read only readers is a poor learning tool. A good textbook in reading will also do its part in helping the child develop those

skills necessary in all kinds of reading. An arithmetic textbook which fails to introduce the child to the world of quantities outside his book and help him feel at home in it is altogether inadequate. A social studies book which does not deal honestly and realistically with the real world may be actually harmful.

The producers of learning materials who recognize these responsibilities can make a significant and direct contribution to children, school, and community

...Business and Industry

By WARREN NELSON

BUSINESS INTEREST IN EDUCATION IS INDICATED by a statement from one of its major organizations:

> There is one thing you will always find in any country with a high income . . . The people have a high level of education and great technical skill . . . In the economic field it is always difficult to find strictly causal factors. The evidence is impressive that education is the causal factor as far as income is concerned. (Harold Clark, *Education Steps Up Living Standards*, U. S. Chamber of Commerce, 1945, p. 16.)

Business and industry recognize that education contributes to raising the standard of living in several ways. Most important of these may be:

- by training individuals in technical skills at various levels of operation and management
- by developing social skills and attitudes needed for effective teamwork in production and in day-to-day living
- by increasing economic knowledge to make possible an understanding of the operation of society and aid effective functioning of individuals as citizens.

Teachers and administrators recognize the need to provide students with information and experiences helping them understand their community. This becomes especially a task for the schools. Stanley Dimond, director of a well-known citizenship study, reported recently that "most students had little direct experience with social, civic, and economic institutions." ("Citizenship," *The Nation's Schools*, October 1950, p. 33.) It is the teacher's opportunity and responsibility to provide these contacts, both directly and vicariously.

By linking the activities of the community to the schoolroom projects the student gets a greater understanding of the economic and social operation of the community. Occasions for relating economic activity are numerous in every subject. The intermediate teacher can show the relation between the safety programs of the school and the employee safety programs of industry. The art teachers frequently motivate students in poster work for school activities. Here the commercial artist from business or industry can help show how art forms may be used in the business world. The use of "color dynamics"—the effects of certain color schemes and patterns to lessen industrial fatigue and promote efficiency—offers many possibilities for illustrating art and industry. Science teachers have long used industrial examples to interest pupils and provide practical illustrations.

Elmstown Youth by Hollingshead pointed out the importance of teachers understanding the background of the students under their direction. Knowledge of the social and economic organization of the community is likewise necessary.

Only by a fund of actual experience and knowledge can a teacher help the student see the relationship between the school activities and his present and future role as a member of the social group.

Business organizations are developing programs to open the doors of experience to teachers through industry seminars, business-industry-education day programs, and joint workshops in economic education. Teachers have a responsibility to acquaint themselves with the wealth of good educational resources available therein.

More than a superficial knowledge of industry is needed by the teacher to help acquaint the student with the economic world to aid a smooth adjustment from school to work. In typical situations, interested teachers may work with technical representatives of industry as part of their school curriculum developments or in-service training programs. Over the period of a year, the regular discussions and conferences develop programs making extensive use of the educational resources of the community. This is an important step in any modern program of life adjustment education.

A high level of economic and social intelligence is necessary on the part of everyone if we are to operate our economy at its maximum efficiency. In a democracy, decision on policy must be made by citizens. Our public schools have a responsibility for developing the competence of youth in the area of citizenship. Business, industry, and other community groups must share in this responsibility.

The knowledge and understanding of the citizens plus the skill of the educators can be combined to produce more effective educational programs.

. . . Radio, Television, Press, Movies

By KATHERINE WISE

THERE SEEMS TO BE A GROWING AWARENESS in many organizations of the important relationships between strength and public relations. It is indeed gratifying to realize that popular acceptance and respect are so necessary to our democratic way of life.

As public institutions, the schools have a commanding public relations responsibility. The foundation of public relations rests on individual contact with people, and the schools have personal relationships with nearly every family in the communities which they serve. Because personal reactions are habit forming, the major stress in school public relations should involve simple contacts with students and parents.

Mass advertising media play an important role in the field of school public relations. Through radio, television, press, and movies, millions of citizens have gained a greater appreciation for our constantly improving educational system. They have learned about public needs and have been motivated to do something about them. Public opinion must be nourished on a community-wide scale with information of public interest.

Because we are most familiar with the work radio can do, we cite as an example our Seattle radio coverage of the ACEI Conference here last spring. A number of announcements urging public registration and a total of nine fifteen-minute broadcasts interpreting the conference to listeners were presented during the conference period. Broadcast

subjects and participants were chosen on the basis of their interest appeal to a broad audience. The success of this coverage was almost entirely due to an early understanding between Seattle school and radio people.

The measure of public interest inherent in an item of publicity material is not easily defined. The rules are quite similar to the most effective classroom techniques. The subject must have genuine appeal for widespread audience interest, and must be continuously interpreted in these terms. Publicity is an avenue through which people are told what they want to know, rather than what they should know.

In the field of public relations, it is sometimes hard to remember that mass publicity is not always a constructive force. The criteria of good public relations demand that publicity material be constructed to circumvent significant public prejudice, or remain unpublicized. Public prejudice is usually a force far too delicate to be dealt with in quantity. More often than not, publicity material on a subject where distinct prejudice exists will tend to create more definite prejudice.

It is worthy of consideration that public relations via mass media are sometimes best accomplished by an indirect route. When advertising media are properly informed of school policies and attitudes, it is quite often possible to include appropriate interpretations of these policies and attitudes in otherwise unrelated productions. Notable examples in this area are in the field of racial and religious prejudice.

Publicity should be but a small portion of a well-planned and executed school public relations program. However, publicity is a tool and not a football. If properly used it can create increasing strength for our nation's schools to the ultimate advantage of every citizen in our great nation.

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By ROY E. LARSEN

Citizen Groups *in Action*

That citizen groups have been developing a constructive interest in the education of the nation's children has been a very encouraging sign of recent years. Problems of our nation's schools must be solved by intelligence and determination in each local community. Roy E. Larsen, president of TIME Incorporated, and chairman, National Citizens Commission for the Public Schools, reports how the Commission acts for the pooling of information, carrying on of research, and on standing ready to answer appeals from any community.

ACROSS OUR COUNTRY, IN COMMUNITY after community, in large cities and in small towns, citizens are working together for the benefit of their local schools. They have accepted again their responsibilities for the education of the nation's children, responsibilities which in recent years had too often and too completely been delegated to the professional educators.

The National Citizens Commission for the Public Schools was formed two and a half years ago by a group of laymen who were convinced that our schools must be strong if our nation is to be strong, and that it is up to individual citizens, working together toward a common goal, to help the schools play their full part in our country's life. The Commission realized that while the school problem was a national one, it could only be solved on the local level, in each separate community.

We set ourselves two immediate goals: *first,* to help Americans realize how important our public schools are to our expanding democracy; and *second,* to arouse in each community the intelligence and will to improve our public schools.

As part of its effort to encourage a broader and more active interest in the public schools, the Commission has cooperated with The Advertising Council in a campaign designed to dramatize the problems and opportunities of public school education. Our slogan "Better Schools Make Better Communities" struck a responsive chord. Citizens throughout the nation accepted the challenge and wrote the Commission, asking how to set about the important task of improving their schools. And the citizens themselves provided the answers.

Communities of all sizes, rural and urban, began sending the Commission "case histories," telling of methods they had found successful in bettering their schools. This pooling of ideas, this sharing of workable, democratic methods has provided the answer to the thousands who said to the Commission: "Give us the tools and we will do the job."

In many instances, the first job tackled by a citizens' committee has been that of providing additional classrooms. The ever-increasing enrollments of recent years have led to overcrowding in the schools of almost every community in the country.

Hasbrouck Heights, New Jersey, is a good example of how an aroused citizenry can effectively cope with such a problem. Hasbrouck Heights had done no school building for 23 years, with a resultant overcrowding that threatened the education of all the children. Eight times since 1928, a handful of voters had

turned out at the polls to defeat the Board of Education's proposals for a new, much-needed high school. By last December the situation had become critical. Three hundred citizens organized themselves into a non-political, non-sectarian committee, representative of all sections of the community. In the face of organized opposition, the citizens' committee rallied the voters who turned out in record numbers to approve an $835,000 building program.

Citizens of Kalamazoo, Michigan, recently met with similar success. In 1949 the School Board's request for a six million dollar bond issue to cover modernization and expansion of the public school facilities was rejected by a two-to-one vote. Supporters of the schools organized themselves as a committee and appointed investigating groups to get the facts on present school buildings, their condition and capacities, their safety standards and sanitary facilities, equipment, lighting and heating plants and maintenance programs. In all, 270 reports were made. On the basis of these careful studies, an overall five year plan was drawn up. Then the members of the committee set out to explain the plan to every voter to make sure that he understood the needs of the school system. This last spring Kalamazoo voters approved the plan by a margin of about five-to-one. The result of this factual, conscientious, unemotional approach will benefit Kalamazoo for years to come.

More Than Money, Bricks, and Mortar

But our schools need more from us than money, more than bricks and mortar. They need the assistance of thoughtful citizens in formulating their goals, in deciding what kind of schools can best serve the community. In Fairfield, Connecticut, for example, the Citizens School Study Council states in its first annual report:

". . . the Council feels that the town has efficient, able and stimulating leadership. . . . Fairfield's schools appear to be well organized and well run. The taxpayers appear to be receiving full value for their tax dollars. The question is whether the schools have been given enough tools to do the job as well as it should be done."

The Council's sub-committees are studying not only buildings and administration, but also teachers and curriculum. Recommendations run from the immediately tangible to the long-range theoretical. One sub-committee recommended the installation of business methods throughout the administrative system, with a resultant saving of time and money as well as elimination of the possibility of error.

At the other end of the spectrum is the work of the committee on curriculum. To find out what the parents want and toward what ends Fairfield's school education should be shaped, the committee submitted a questionnaire to 4500 parents. Some 2500 were returned, the results tabulated, and a complete report is being submitted to the Board of Education and to the Council as a whole for further discussion.

Another illustration comes from Palo Alto, California, where the citizens had already voted increased taxes and bonds to pay adequate teacher salaries and to provide school buildings for a rapidly growing population. Fortunately the citizens of Palo Alto did not stop there. "Providing necessary money is just the beginning of our responsibility," some of these citizens pointed out.

Parent Surveys

Realizing that more and more demands are made upon the schools, but that it

is impossible for the schools to do everything, the Palo Alto Education Council gave the citizens a chance to state what, after all, are the most important goals for education in Palo Alto, U. S. A., in the middle of the twentieth century. A questionnaire submitted to the parents of all children enrolled in the public schools has given them an opportunity to think about what they want the schools to do for their children and the results have been passed on to the Board of Education and the school administration. The school superintendent has expressed his appreciation to the Council for this demonstration of willingness to share in the responsibility for the school program.

This initial survey in Palo Alto was limited to finding out what the parents wanted taught. The next item on the Council's agenda is to find out how well the parents think the schools are doing the job.

To meet the demands inherent in this growing interest and maturity on the part of citizens throughout the country, the National Citizens Commission has had to extend its own functions and initiate a research program to help answer some of the more searching questions being raised by citizens' committees.

The Commission is in the midst of a new project to study the great issues and current problems in public education. A series of reports analyzing some of the major problems confronting the public schools will be issued. These reports will present a variety of points of view on possible solutions. The purpose of the reports will be to help local citizens' committees and community discussion groups reach their own informed decisions on the great issues of the day in education. The responsibility for thinking through school problems remains with the local groups in every case. The Commission seeks only to stimulate interest and to provide the necessary background information for intelligent, factual local discussion.

We in the National Citizens Commission believe that this deeper analysis in each school district is the most hopeful sign of constructive public interest so far and will be the greatest challenge to sincere community cooperation.

The School Strengthens the Community

By DOROTHY T. HAYES

As schools use the community resources, the community makes better use of school resources and happier human relations result for community, families, and teachers involved. The interdependence of the relationships is brought out with examples cited by Mrs. Dorothy T. Hayes, acting chairman, Education Division, State University of New York Teachers College, New Paltz, New York.

WHENEVER A SCHOOL RECEIVES HELP from parents and other community members to better carry on the function of teaching children, the community is strengthened in the reciprocal relationship. Teachers today are moving toward the realization that the community affords a vast store of human and material resources for the development of an environment that is consistent with the best we know about the way children learn.

Good teachers and the children with whom they work are continuously exploring the world in and out of the classroom for further resources. The modern school, the school that is truly community-centered, is concerned with the development of good present-day citizens —adults and children—as well as the training of future citizens.

There are many evidences that the school today is working toward the strengthening of the community. One large school system has appointed a coordinator of community relations. Another publishes a magazine furthering better school-community relations.

In Illinois, parents and teachers of three urban and two rural communities working with a consultant have engaged in a three-year child growth and development project. Similar projects are being carried on in other communities of the state.

A comprehensive child-study project has also been carried on in Philadelphia and numerous other cities. In Philadelphia the publication of such pamphlets as *A Joyous Day for Your Child, The Elementary School in Action!, Toward the Open Mind, and Open-Mindedness Can Be Taught* point the way to the development of understanding and better community-mindedness.

In one community the school organized a joint committee composed of representatives from the school, the state department of education, and every organization in the tri-village area. (Eastern Star, Mason, Oddfellows, Progress Club, Girl and Boy Scouts, Garden Club, Fireman's Club, American Legion, Board of Education, ministers and priests.) The committee worked out a calendar of activities of the various organizations. The dates were set as far as possible at nonconflicting times and all members of the community were invited to attend the activities of each organization, regardless of their membership in any other group.

Human Relationships Are Important

Courses in human relationships, projects in child development, or parent-teacher conferences might have little effect on strengthening community life if these failed to reach the feelings of parents and teachers.

In communities where the plan for reporting to parents and getting reports from parents includes one or more parent-teacher conferences, there are indications that better parent-child relationships are resulting. One teacher who helped a young mother understand probable causes for her young daughter's daily appropriation of a classmate's lunch started a whole group of parents in quest of information concerning the causes for children's behavior, the pressures of our present-day society on children, and preventative measures that might be set up to reduce juvenile delinquency.

Another mother related that a conference with her son's kindergarten teacher had helped the mother gain an understanding and acceptance of the boy that had been valuable many times during the following fourteen years when the boy seemed to resist the educational opportunities being offered to him. The mother said that comments and suggestions of the kindergarten teacher kept coming in to her consciousness and she felt better able to meet some of the new situations that arose.

Helping Parents Understand Goals Of a Good Educational Program

Helping parents and other community members understand what the modern school is trying to accomplish has come to be an important part of a good edu-

cational program. Teachers are helping parents realize that feelings of inadequacy often develop in children who are forced to compete with others who have a greater readiness for book-reading than they do, and that these inadequate-feeling children may grow into adults who do not feel adequate for their adult responsibilities. The pressures for premature reading, writing, and arithmetic achievement put on children by many well-meaning but uninformed parents are considerably diminished in communities where parents and teachers have studied child development. In such a community the program of the school is constantly being interpreted to parents. Further, the school seeks to reach parents early enough for parents to develop understandings before serious problems occur with their children. In one such community, when an announcement is made of the birth of a new baby, or when a family with a preschool child moves into the community, contact with the family is immediately made by the school. The child and his parents are invited to visit school before the child is ready to come to school regularly, and mothers have an opportunity to join the study group that has been organized for the mothers of preschool children. In another school some fathers of primary-age children volunteered to help other parents understand that insistence on too early and too high achievement can retard, rather than motivate, a child's progress and adjustment.

A number of schools are now working to increase children's skill in good group living and to give them opportunities to become as competent individuals as they are capable of becoming. They help parents understand that learning is continuous and that the child does not shut off his learning process when he leaves the schoolroom. Parents and other community members are urged and stimulated to provide out-of-school experiences for children to continue their learning. These schools help parents understand that the mere acquisition of the tools of learning is hardly a guarantee that the child who has acquired them will become skillful in their use. Such schools work toward developing real life situations within the classroom where children have opportunity to use and practice reading, writing, arithmetic, and other tools of learning in meaningful ways. Parents are thus helped to understand that only through use do tools become skills.

Concern for Teachers Strengthens a Community

Another way in which some schools are strengthening the community is through their concern for the welfare and happiness of their teachers. A teacher who is getting recognition for the contribution she is making and getting satisfaction from her job comes more quickly to feel herself a needed and vital part of her community. A teacher who is a happy person not only is capable of good community membership herself, but she is able to help others attain it. She is the best possible recruiting officer for the teaching profession, where especially in the elementary field the shortage of teachers is acute. Far too often the concept of "the teacher" has been a stereotype in the minds of young people—a stereotype which they did not wish to emulate. Many capable young people who gave indications of being "naturals for teaching" were never attracted to the profession because they did not feel the challenge. The enthusiasm of a happy teacher, a teacher who may be working hard at her job but who feels a sense of accomplishment and recognition, is in-

fectious. The infectiousness reaches to children, parents, and citizens who are potential teachers and supporters of schools.

Evidence that teachers are becoming more clearly identified as important community members may be noted in the increased salary schedules for teachers, provisions for tenure and retirement, and the recognition of the teacher as a person with varied interests like other community members. At one time the teaching profession was limited to men and to women who were not married. Now married women and/or mothers are not even in the minority on some school staffs. This has come as a result of the shortage of unmarried teachers, to be sure, but also there has come a recognition that the teacher has just as much right to the satisfactions of a home life with a husband and children as the stenographer, nurse, clerk, or other women employed outside their homes. Maternity leaves are matters of common occurrence. With this acceptance of mothers on school staffs has come the further recognition that teachers who are also mothers often contribute increased understandings of children and parent-child relationships to the rest of the staff. The inclusion of mothers on the teaching staff brings the school into closer contact with the community. Other mothers sometimes find it easier to feel accepted in a school where some of the staff are also mothers.

Parents Help at School

The modern school often gets real help from parents and other community members. This not only benefits the school but adds to the satisfaction of those who feel themselves to be cooperative members in the joint enterprise of helping boys and girls grow into good citizenship. A mother who slipped a favorite book of her child's into her shopping bag so she could stop at the school and read to the children in her son's group confided to another mother that she would never have felt comfortable just dropping in to sit in that classroom; but now that she knew that the other children as well as her Jonny looked forward to her coming, it was different.

"You know," she said, "I always feel good when I leave there. How glad I am that Jonny is spending his day in that kind of school. His teacher likes him and me, and now I don't mind so much having Jonny away all day. Why don't you find something you can do to help your child's room? That room surely needs something to make it look homey and be the kind of place children are happy to come to."

Sometimes it is the teacher who asks for parents' help. Sometimes it is the parent who offers to help the teacher. The results are much the same if the parent and teacher are working together for similar goals. When the parent comes to feel the acceptance of what he can do as needed and valued, he or she finds more and more to contribute and feels a part of the total educational plans.

In one community the fathers and mothers of an extra large kindergarten group met with the board of education and volunteered their services in remodeling a basement into a modern kindergarten room provided the board would provide an additional teacher. Fathers who were painters and carpenters and members of unions even received permission from their respective unions to spend their evenings in this enterprise. Not only was the finished room equipped with parent-made blocks and other equipment an excellent proof of how parents can help in an emergency, but friendships and good feelings were developed among parents who were proud of their achievement and had had no common community

experience before this to unite them.

In another community a sixth-grade class undertook to make a survey of the recreational facilities available for boys and girls of the community. They made a house-to-house canvass to gather their data, and then invited several businessmen, the mayor, and the president of the board of education to sit in as an advisory council when the report, complete with charts, graphs, and recommendations was presented to other groups in the school. As a result, the board of education is appropriating funds for enclosing a play area and is investigating the purchase or rental of a lot for a ball-field. The whole community has been alerted by the earnestness of the children in carrying out this community project.

These are a few examples of ways in which some schools are effecting leadership for strengthening the community. Evidences are abundant that good schools reflect good community spirit. This is nothing new—no discovery of the second half of the twentieth century. Good schools have always been indicators of good community living, and good community living has always resulted in progress in the development of the community's school.

Problem Boy

By Josephine Stone Breeding

A problem boy from the first grade, they said,
He came to me in sixth and I forgot
His record, I. Q., every mark and dot,
And saw the gawky boy himself, instead.

Red smudged his papers, whispered, wasted time,
Used bad words, organized a gang—and all,
But for Paralysis or Red Cross call
He fairly glowed when giving his last dime.

Red closed the windows when the studious sniffed,
Moved benches, desks, shared every heavy load,
A smile with gracious service was his gift,
I had respect for Red and understood.

He passed to seventh, classed among my best,
He had a heart. That was the major test.

By ANNA H. HAYES

Community Groups Add Strength

The PTA as a cross section of a community —local, state, or national—initiates and encourages action for children and schools. Because of its cross-sectional membership it gains the support of other groups. Mrs. Anna H. Hayes, Twin Falls, Idaho, president, National Congress of Parents and Teachers, reports the results of community action in which the PTA has worked with other groups.

If we were to take a typical American town—call it Middletown or Four Corners, the name is unimportant—we would find in it a church, a school, a YMCA, a public library, and a PTA.

The PTA brings into active partnership the two groups most naturally concerned with the growth and education of children—home and school. Its membership is a representative cross section of the people who live in the community—homemakers, business men, farmers, professional men and women, factory workers. All these people have one consuming interest in common—the welfare of their children. Nonpartisan, nonsectarian, and noncommercial, the PTA favors no special group. It serves as a channel of communication between the school and the community. As such, too, it naturally takes the lead in projects designed to strengthen the public school.

Do the children need a larger school building, more books, better teachers? Are some of the children being denied the equal educational opportunity that is the birthright of every child in America? Is the local curriculum the finest in the light of modern knowledge? Are low teachers' salaries threatening the quality of education? These are all questions that must be asked from time to time if high standards are to be maintained. Who should care enough to ask them? Who should work to see that they are answered in the best interests of all the children? The parents whose children are in the public schools.

A few examples taken from the records of the National Congress of Parents and Teachers will serve to show how the PTA, working with other community groups, has helped interpret and strengthen the schools.

Take the case of Mississippi. Parent-teacher groups played a vigorous role of leadership in creating that state's Citizens' Council on Education, which came into being last year as the result of concerted efforts "to seek an improved education for the youth of Mississippi." One of the new council's first activities was to ask the people what they thought about their children's schools.

A comprehensive survey on curriculum and instruction, organization, administration, finance, teacher personnel, and pupil services was carried out in close cooperation with parent-teacher members and with numerous civic groups in the state. These included the state press and broadcasters' associations, the American Legion, the Farm Bureau Federation, various labor unions, women's organizations, and state teachers' groups. The returns were evaluated by a representative committee of citizens whose recommendations were passed on to the council. As a result, the council was enabled to make plans that included the best thinking of the people in the state. It is significant that this council was envisioned not as a mere emergency organization but as a permanent one.

Several years ago, Georgia was involved in a struggle to establish a twelve-year program of education instead of the eleven-year program long in force. It seemed that the long uphill struggle was about to be lost when, at the last session of the legislature for yet another year, the bill was referred to a committee whose members still had to be convinced of its worth. Only a strong plea from mothers and fathers would persuade the reluctant legislators, and the PTA was called upon to rally parents to a supreme effort. The response was overwhelming, and the desired measure became law.

But with this victory came other problems—how to ease the transition from an eleven-year to a twelve-year system. To let the people of the state know what the new legislation would mean to their children, a chain of conferences and workshops was organized across the state. From this well-planned program of interpretation of Georgia's educational system came a recognition of the strength of community groups working together.

The experience of Delaware in heightening community responsibility for the schools is also noteworthy. It all began at a PTA meeting in a small suburb of Wilmington with the conviction that teachers' salaries were too low and that parents had a responsibility to see that they were made more adequate. Because Delaware's public schools are financed almost entirely from state funds, it was realized that only state-wide interest would result in effective action. Therefore the Delaware Congress of Parents and Teachers was asked to sponsor a committee to show the way. Such a committee was at once organized, and it set about drawing other organizations into a working alliance with the PTA's. Out of this group was created the Council for Delaware Education, Incorporated.

After intensive study of existing laws and school needs throughout the state, a legislation program was adopted. In pressing for improved schools, the Council sponsored a vigorous program of public information. Encouraged by the success of its first year, the Council became a continuing organization. Again the schools had been strengthened by community action sparked by parent-teacher concern.

Cooperation Brings Equalization In Education

A long-standing problem is the equalization of educational opportunity. Early in 1945 parent-teacher members of Nebraska found that some of its school districts had more than a hundred times as much taxable wealth as had others. Clearly, the state would have to increase its aid to schools if some of Nebraska's children were not to be penalized for the accident of residence. Parent-teacher members, together with the State School Boards Association and the Nebraska Education Association, sponsored an amendment to the state constitution to raise the amount of general school aid to the average of that in other states. To place the proposed amendment on the ballot, however, a petition with no fewer than 54,000 signatures was needed. Here the people moved into action. They stumped the state, and so thoroughly did their job that when the petition was filed it triumphantly carried more than twice the needed number of names. Still there remained the hurdle of the polls. This meant letters, leaflets, meetings, and personal calls to inform the voters. The final victory was proof positive of strength through united action.

A similar success was scored the following year in Oregon. For a long time parents had joined with teachers there in repeated endeavors to obtain increased state aid for public schools, only to en-

counter repeated failure. But in the spring of 1946 the state congress of parents and teachers voted unanimously to act as one of the sponsors of an initiative measure to be known as the Basic School Support Fund bill. The other sponsors were the Oregon Education Association, the Oregon State Association of School Boards, and the president of the Farmers Union acting in an individual capacity.

There followed an intensive campaign to obtain 23,000 signatures to a petition to bring the measure before the voters at election time. Nearly 40,000 names were obtained—and that was only the beginning. Next, a determined effort was made to win the endorsement of other state-wide organizations and individuals. Doctors, teachers, farmers, housewives, men and women from all occupations responded to the stirring slogan "Give Every Oregon Child an Even Chance!" Their efforts were rewarded. The bill was passed, and a sum equal to fifty dollars for the education of every child in the state was assured.

Individual Communities Act

Not all the successful examples of cooperation on behalf of the schools are on such a large scale. Many of the greatest triumphs have been in individual communities. A graphic illustration of what can be done by tackling the task nearest at hand is afforded by local action in Idaho. Here hundreds of parents of preschool children are doing pioneer work in cooperating with educational agencies to bring about legislation that will establish public school kindergartens. Not content with talk alone, they are proving the worth of kindergarten training to the general public by sponsoring actual classes for preschool youngsters. The Coeur de A'lene Preschool PTA, for example, conducts a cooperative kindergarten for children from the ages of four and a half to six. Although space is made available in the school building, the kindergarten is completely self-supporting.

Or look at what happened in one small Colorado community. It took only four mothers to start a movement that brought about a much-needed new school building. Nineteen pupils in eight grades had been crowded into a one-room school lacking even the simplest of facilities. These women refused to think that this was the best that could be done for their children. And so they formed a PTA that immediately served as a nucleus for all citizens interested in the school. They led the fight for a $25,000 bond issue and with that money built a modern new school and employed an additional school teacher. The school was not the sole beneficiary, for residents confessed that by uniting in a common cause they for the first time experienced that happy feeling of at last *being* a community.

Then there is the story of parent-teacher members in Las Vegas, New Mexico, who found a community way to supply their bare school grounds with equipment. The population of mixed backgrounds and cultures was not used to working together. But for the sake of the school children they found they could—and did. A tempting Spanish supper was prepared from fine old recipes familiar only to the people of Spanish descent. But mothers and fathers of all the children cooperated in cooking, serving, and cleaning up, and hungry townspeople turned out in strength to eat their savory meal and support the school. From the proceeds of that venture came not only enough money for the school but a new feeling of good will that comes only to those who know what it is to work together.

In Chappaqua, New York, thousands

of miles away from the mesas of New Mexico, the PTA is again not something for the few but for the many. Every meeting is of vital interest to businessmen and merchants as well as to mothers and teachers. Here is a truly vivid example of the mutual fellowship that comes from the merged interest of all groups, all focusing on what is, after all, their principal concern—the public school. We have the word of Edwin A. Willard, principal of Horace Greeley School at Chappaqua, that "In Chappaqua education is recognized as the people's business, and PTA members take that business seriously." Principal Willard states emphatically: "Not merely does the community support the PTA; the community *is* the PTA."

These examples could all be multiplied many times. Every state and every section of the country could produce its favorite story of how parents and teachers, in cooperation with other groups, have worked successfully to strengthen the schools.

Help in Time of Need

Still vivid in the minds of most of us is the memory of the depression years of the thirties. Far too often the demand for economy that swept the country took the form of unwise slashes in teaching staff and salaries, in short-sighted curtailment of the curriculum, and in halted construction and repair of buildings and equipment. To the credit of parent-teacher members throughout the country it can be said that PTA's stood firm against the hysterical demand for indiscriminate retrenchment at the expense of the schools and rallied the community forces to the point of view.

The second world war and the years immediately following it produced another crisis for the schools. Before they had had time to recover from the depression, the schools faced shortages of goods and personnel that threatened to cripple them still further. Rising birth-rates and large migrations to defense centers threw unnatural strains on the already weakened school system. As teachers failed to share in the larger incomes enjoyed by many other groups, they left their profession in great numbers. More tragic still, promising young people found little to encourage them to choose teaching as a career.

This crisis is by no means over. There remains much to be done. A practical list of what each community can do to solve its problems is outlined in a recent pamphlet called *Everybody's Schools*, which was published by the National Congress of Parents and Teachers (one of the sponsors of American Education Week).

Clearly, the greatest progress will be made through the contributing strength of all community groups. There is work and inspiration for all. And there is the dynamic power that lies in great numerical strength. But it has to be a strength guided by tested leadership, by tested programs and policies, if our services are really to contribute to the school and not interfere with it. The best of intentions often carry us astray if we are not sure of each step that we make.

The public schools of America have been called the bulwark of democracy, the foundation of democracy, and the hope of democracy. They are all that. This is not to say that we cannot improve our school curriculum or our educational leadership. We can and we will. And the PTA shall contribute its strength which comes not only because it supports the community but because it *is* the community.

Community groups can add strength only when their strength is rooted in soil that has been lovingly tilled.

By MARGARET RASMUSSEN

They All Did What They Could

It is more than a school ground or play space that grew out of this community action. It is a part of the community that grew into the curriculum and the curriculum that grew into the community. Margaret Rasmussen, consultant, elementary education, Stanislaus County Schools, Modesto, California, tells of results beyond those scheduled.

THE WESTPORT UNION SCHOOL situated in the heart of the San Joaquin Valley, California, was part of a scene reminiscent of the old quilting bee days of yesteryear. In both cases, the purpose was to get a job done. The Westport community had little choice of ways of working, for there were no funds to accomplish the job. So everyone put his shoulder to the wheel to level the grounds, plant shrubs, trees and lawn, and move in the furnishings in readiness for opening of school.

The Problem: It all began when the unification of three small rural school districts in a dairy and fruit area had made necessary the building of one large modern school building. Its completion meant new problems to be faced by the school. The principal was new from out of state and was becoming acquainted in the community. The children were still on vacation. The books, equipment, and furnishings from two old buildings needed to be moved and stored in one of the old schools for later transfer to the new school. Yes, the beautiful, modern school stood in all it's splendor on ten rough, irregular acres without a safe place to play, without landscaping, without furnishings! Could three big jobs be done without funds? This was the problem.

What Was Done About It? One of our American ways in which to solve problems is through discussion. Discussion should and often leads to action. Let us see what happened at the Westport community.

The Westport Improvement Club, a council with representation from twelve community organizations, called a meeting in one of the old schools. As the urgent needs of the school were presented by the principal and the board of trustees it soon became the concern of the group which represented the entire community. What could be done before school opened? Could help from all organizations be mobilized for work days? It was recognized that such a cooperative enterprise needed a strong leader in order to carry the project to a successful termination. He must be a community-spirited person, a "hail-fellow-well-met," willing to suffer some defeat and share the blame without giving up. He should be a person who would help others have successful experiences and believe in group procedure. If he had had experience in doing many types of work, all the better. A farmer whom this group felt had these qualities of leadership was selected to head the work days.

How Were the Work Days Organized?

Two work days were selected and tentative plans were outlined at the first meeting. Representatives returned to their organizations with the plans and solicited their assistance. A seed company in the city, eight miles from the

The first work day arrived.

community, was contacted to make landscaping plans, to seed the lawn, and to later supervise the planting of the school grounds. Many of the women's organizations volunteered to help with this planting and arranged potluck dinners during the work days. The Farm Bureau and several card clubs volunteered their services and equipment (scrapers, tractors, and shovels) to level the playground.

Action

Word of the plans spread through the community. One man donated a flag pole and erected it on the front lawn. Old members of the neighborhood interested in making a contribution to the playground ordered over twenty fine Modesto Ash trees. This is a shade tree developed locally and considered more resistant to drought and disease than other ash trees. Before the first work day the leader, with the help of his father and son, surveyed the school property to determine how much soil should be removed.

The first work day arrived. What a sight to behold! As many as thirteen scrapers pulled by tractors leveled the grounds. The leader continued to work with transit and engineering equipment. At noon the workers gladly left their dusty jobs for the potluck dinner served in the old school by the women's clubs. Before night, the grounds were irrigated from a nearby irrigation ditch which flooded the area and settled the soil.

The second work day brought out as many workers. This time the 4H Club boys had secured a truck and moved the salvable furnishings with the help of the administrator and custodian.

The seed company's representative supervised the planting of ivy and shrubs and seeded the lawn. Even the children helped by serving as ballasts for the men scraping and leveling the lawn. The men spaced and dug holes for the trees around the boundary of the grounds and for the basketball standards. Before nightfall, an extensive, cooperative task had been accomplished. Many people—a cross cut of society, young and old—had worked as one large family. "People came out to help who had never before

been out for a community affair. They all did what they could," commented a member of the board of trustees.

Was it the act of doing things together with a worthy purpose in mind that motivated people "who had never before been out?" Was it the welfare of this community's children which motivated such action? Or, was it the dollars and cents saved that spurred the community's willingness to work? People working in teams with children's welfare as a mutual goal, coupled with the economy need, were all realistic objectives for a community project. They had one common denominator—they all shared the satisfaction and glory of work well done.

What Next?

The story could end here, but the chapters which follow were important sequels.

In the fall, before school opened, the administrator, teachers, and supervisor met. Plans for an "open house" evolved. Again many hands became busy, but this time within the walls of the new school. Old pianos, teacher's desks, library tables, and book shelves got several coats of paint to blend with the rooms. Room environments were arranged with interest centers, books, and bulletin boards indicating the area of experience for the various grade levels. Tables and desks were grouped with consideration for physical, social, and mental growth. Hanging plants, flower arrangements, colorful mats, and screens for "beauty spots" gave the finishing touches to the cheerful rooms. The contractor supplied the refreshments which the Mother's Club artistically arranged. Happy children, parents, interested community members, and school people poured in through the receiving line and on to browse through the building or chat with the teachers in their rooms. All approved, and the beams of pride on their faces expressed more than the words that were said.

Then came the spring days when children planted walnut trees. Every available space was found for flower seeds or young plants. Children cared for them. The 4H boys voted to put all the money earned from beans farmed and harvested on the very soil upon which the school stood, into a baseball backstop. So the baseball season was officially heralded in by the erection of a new backstop. The younger children reveled in the sandbox newly made by one of the fathers and the intermediate grade children enjoyed the new tetherballs on the playground.

An appeal for a cement basketball court was made by means of individual and composite notes to parents. They responded by volunteering their services in making it while the upper grade children sold magazine subscriptions and thus supplied the materials.

After a year, the Mothers Club branched out into undertaking a cafeteria project. Concerted effort by children, parents, and teachers by means of puppet shows created by several classes, carnivals, rummage sales, potluck suppers and such functions helped bring the cafeteria into existence. The amateur show topped the climax by bringing the project out of the red and by bringing out hidden talents of fathers, mothers, children, teachers, the principal, school nurse, and school supervisor.

These affairs brought realistic motivation for posters, many opportunities for oral and written language, creative puppetry and play writing, and contributed to a greater spirit of school and community unity.

The unwritten chapter concerns what happens when the votes are counted after the bond election. An all-purpose room and a kindergarten addition is needed. Only time will tell.

Over the Editor's Desk

The Editorial Board—1951-52 IT IS HIGH TIME THAT THE readers of CHILDHOOD EDUCATION met the members of the Editorial Board although their help has already been invaluable in developing plans for 1951-52 issues.

ALICE MIEL, associate professor of education, Teachers College, Columbia, the retiring chairman, kindly consented to hold over in office through September 1951. In that way she has seen launched for the year the plans she helped to make. Miss Miel gave so willingly of her time and effort and was working on plans for the journal almost up until take off time for Japan. Her last letter said: "I guess this is the last job I will get to do for ACEI for sometime as I am off to Japan after summer school to stay until April 1. . . . I will be working with workshop groups at two universities on the training of elementary consultants."

VIOLA THEMAN, associate professor of education, Northwestern University, ably assumes the chairmanship of the Editorial Board. She brings to the journal her experience as editor of the NANE Bulletin.

New contributing editors to the board include HAZEL BERKNESS, a supervisor in the State Education Department, Albany, New York. PAUL E. BLACKWOOD, specialist in elementary science, joins the group from the Office of Education, Washington, D. C. Help from the Southwest comes from WITT BLAIR, dean, School of Education, North Texas State College, Denton, Texas. The Southeast section is represented by PAULINE HILLIARD, associate professor of education, University of Florida, Gainesville. The viewpoint of parent, wife of an educator, and substitute teacher is brought by MILDRED MEAD IVINS from Downers Grove, Illinois. DAISY M. JONES represents the public schools from Richmond, Indiana, where she is elementary supervisor. WANDA ROBERTSON is an associate professor of education at the University of Utah, Salt Lake City.

In the review sections WINIFRED E. BAIN, president of Wheelock College, Boston, Massachusetts, and MARIE T. COTTER, librarian, are acting as coeditors of "Books for Teachers." MAY I. YOUNG, supervisor in elementary education, Philadelphia, Pennsylvania, is editing "Bulletins and Pamphlets."

(See page 84 for a review of book *Growth and Development of the Preadolescent* by Witt Blair).

Being New In Washington Washington is an inspiring place with its beautiful buildings, planned parkways, and the awareness that all around are people from many parts of our country and other countries. History and government take on new meaning as new places are located. The dateline of important happenings reads "Washington." Somehow it is easier to understand why the concern for education seems to move so ponderously. Because our Government is "of the people" it takes a great deal of getting together before action takes place.

Being new in Washington I can recognize more clearly the steps involved in action and I am thrilled to see the part that ACEI plays.

I wish that you could visit us in Washington the next time you feel helpless or defeated over the lack of equalization of educational opportunity, the provision of nursery schools, or extended day care services to children.

ACEI holds membership in twelve groups such as National Committee on Parent Education and Youth Conservation Clearing House. It cooperates with seven groups with programs for children such as American Association of University Women and National Congress of Parents and Teachers.

Here in Washington representatives of such groups meet regularly to consider what is being proposed in Congress and what factors are involved. You would be happy to learn how often Congressional committees call on these representatives to present facts and points of view. The other great purpose served in these meetings is the marshalling of information that is passed on to local groups in every part of the country.

The rest of it is up to you—to let your congressman and senators know how you feel.

Why is Modern Education Modern? Are you glad to clarify your thinking, to accumulate facts for presenting a case in rebuttal to criticism of the educational system of the United States? Last spring Dora V. Smith, associate professor of education, University of Minnesota, presented some facts from history for the evolu-

tion of our modern educational system. I would like to pass them along to you.

"Let's go back to the good old days" is sometimes the cry raised in the complaints against "modern education."

Shall we go back to the 1600's and the early colonization? At that time in the colony of Virginia, 50 percent of the men and 25 percent of the women were all that could write their names.

With the founding of the colonies the Pilgrims instituted schools that children might learn to read the Bible. The churches founded schools in the language of their peoples such as Dutch, Anglican, French, German, or Swedish. Education was maintained in the genteel tradition—four years of Latin proved that a person was a scholar and provided excellent mental discipline.

During the 18th century, trade and American business interests began to challenge the education of the gentry and the clergy. The middle of the century saw the instituting of private schools for merchants, clerks, and engineers.

In 1779 as our country was in the midst of a revolution for political and social equality Thomas Jefferson brought forth the startling recommendation that this new government should provide for—

free systems of universal secular education
secondary schools for intelligent youth at state expense
state universities

Can you imagine the opposition! Religious groups felt that it impinged on their rights and protested against children learning in ungodly schools. Landowners protested paying for the education of others. Wealthy industrialists feared an enlightened labor. Yes, the clamor was loud and strong but so were the beliefs of those founding fathers—everyone should be given equal opportunity. Today Jefferson's proposals are a part of our way of living although the protests are still being made. Is there a familiar ring?

As the country expanded through the 19th century communications improved through new inventions such as telegraph, telephone, and through the expanding railway system. The introduction of the postal service brought the far reaches of a country in contact with each other. More people were needing to write and to read, communication increased among families which were separated by distance.

The 20th century has brought forth such increase in the amount of printed matter, movies, radio, and television that the importance of selection and evaluation is a must in our educational program.

Yes, our modern educational system has to stay abreast of the change in physical, political, sociological areas if it is to meet the needs of the children growing up in today's world.

A Tribute to Busy People

It seems as if the busiest people are the very ones you approach with one more request. About the first of July we were looking for an author of an article and were hoping that a group of teachers could help with planning and contributing of incidents. So we wrote our request to Long Beach and very apologetically they told us they couldn't do it then but that they would be glad to do it this fall when teachers were back on the job.

Hilda Peterson, member of the Editorial Board and teacher in the Long Beach Schools, wrote too. I like her tribute:

"Our administrators are unusually cooperative but we work them to death, or should I say, they are willing to do their utmost. They help in emergencies, too, so try again."

A Broader Aspect of Life

Last year Hildegarde Fabel, a German teacher of Wetzlar, Hesse, Germany, was a student at Wheelock College, Boston, Massachusetts. On her return her father wrote Dr. Bain in appreciation of what he felt his daughter had gained:

"Hille told us so much about her life and studies at your college, the hearty welcome you gave her, the friendly support she found with you and your staff, and the true friends she won at Wheelock, that I cannot but thank you from all my heart for everything you did for her.

"It was a wonderful year Hille could spend at Wheelock College, and she certainly has won a deeper knowledge of teaching, and besides this a broader aspect of life in general. Your Board of Education did a very good work in giving to so many of our young teachers and students the opportunity to study your country, its schools, colleges, and universities. 'It is this kind of understanding upon which the free peoples can build their fight to wage the *peace*.' I just read this sentence in a book of P. G. Hoffman's, *Peace Can Be Won*."

NEWS and REVIEWS

News HERE and THERE . . .

By MARY E. LEEPER

Katharine F. Lenroot Retires

Katharine F. Lenroot retired on August 31 from the Children's Bureau after nearly thirty-seven years of service. For seventeen years she has been the Bureau's Chief.

Miss Lenroot has spent her adult life in the service of children. She has come to be known as the "foster mother to millions." She has led the staff of the Bureau in carrying out its basic directive, issued by Congress in 1912, to investigate and report "upon all matters pertaining to the welfare of children and child life among all classes of our people."

In his letter to Miss Lenroot, President Truman makes this comment:

> Toughness is a quality not often attributed to women but the plain fact is that you have been a tough and persistent champion of America's children. You have made them both your vocation and your avocation. The children of this country are better off for your having been in the government. What greater satisfaction could anyone take into retirement?

On her retirement, Miss Lenroot plans to continue her interests in the affairs of children. She has purchased a house in Hartsdale, Westchester County, New York, where she plans to make her home.

Dr. Martha M. Eliot has been nominated by President Truman as the fourth Chief of the Children's Bureau. Dr. Eliot served the Bureau for twenty-five years prior to a two-year absence in Geneva, Switzerland. For the past two years, Dr. Eliot has been serving as an assistant director general of the World Health Organization.

Gesell Institute of Child Development

This Institute was incorporated in 1950 for research and service. It sets itself the task of further exploring and defining the developmental forces which shape the young adolescent in our complex culture.

The present arrangements of the new Institute, located at 310 Prospect Street, New Haven, Connecticut, are well adapted for developmental research in association with clinical and guidance services. The Institute is centrally located, with ample offices, examining rooms, and one-way observation alcoves. A special suite for infant examinations, a preschool room, and laboratory units for studies of speech and vision, bring research and service facilities into close interaction. Frances L. Ilg is acting director of the Institute; Arnold Gesell is research consultant.

Legislation

Graham A. Barden, Chairman of the House Committee on Education and Labor, on June 14 introduced HR 4468, federal aid to education measure. The bill was immediately referred to the committee which he heads. Provisions of the bill include:

- Authorization of $314,500,000 per annum.
- Beneficiaries: the states and territories.
- Purpose: to help establish and maintain an adequate minimum program of public elementary and public secondary education and more nearly to equalize educational opportunity in the United States.
- Funds are apportioned to the states on the basis of an objective formula, in direct ratio to the number of children to be educated and in inverse ratio to the ability of the respective states to finance their public schools.
- Federal funds must be used to supplement state and local school revenues in such manner as will raise current expenditures in each school as nearly as possible to $150 per year for each child in average daily attendance.
- Funds can be spent for the salaries of teachers, supervisory and administrative staff personnel, and maintenance employees; for laboratory equipment and for the maintenance of building. Funds are not available for auxiliary services such as transportation, free textbooks, and the like.
- States cannot use federal funds to replace or to substitute for state and local school revenues. To receive the full amount of funds for which it is eligible a state must continue to spend from

state and local sources as much per annum for current operation as it expended in the fiscal year which ended June 30, 1950.

Funds will be administered on the federal level by the Office of Education, FSA, and in the states by the regularly established state educational agencies.

Members of the Committee are:
Democrats—Graham A. Barden, (N. C.), Chairman; Augustine B. Kelley (Pa.), Adam C. Powell, Jr., (N. Y.), John S. Wood (Ga.), John F. Kennedy (Mass.), Wingate H. Lucas (Tex.), Cleveland M. Bailey (W. Va.), Leonard Irving (Mo.), Carl D. Perkins (Ky.), Charles R. Howell (N. J.), Tom Steed (Okla.), Roy W. Wier (Minn.), Boyd Tackett (Ark.), Ernest Greenwood (N. Y.).
Republicans — Samuel K. McConnell, Jr. (Pa.), Ralph W. Gwinn (N. Y.), Walter E. Brehm (O.), Wint Smith (Kans.), Carroll D. Kearns (Pa.), Thurston Ballard Morton (Ky.), Thomas H. Werdel (Cal.), Harold H. Velde (Ill.), Charles E. Potter (Mich.), Richard B. Vail (Ill.), and E. Y. Berry (S. D.).

Book Week

November 11-17, 1951, has been designated as Book Week. The slogan selected is "New Horizons with Books." Materials to help you in planning for Book Week may be secured from The Children's Book Council, 50 West 52nd Street, New York 19, New York.

New National Committee

A new national committee to carry out the objectives of the Midcentury White House Conference on Children and Youth has been organized. The group will be known as the National Midcentury Committee for Children and Youth.

Leonard W. Mayo, Director of the Association for the Aid of Crippled Children and former President of the Child Welfare League of America, is the chairman. Elma Phillipson, White House Conference consultant on national organizations, has been appointed executive secretary. After October 1 the address will be 160 Broadway, New York City.

The committee expects to build its program upon the purpose of the Midcentury White House Conference on Children and Youth, which was "to consider how we can develop in children the mental, emotional, and spiritual qualities essential to individual happiness and to responsible citizenship, and what physical, economic, and social conditions are deemed necessary to this development."

To carry out its community program, the committee will make available a consultant service to state and local committees, national organizations, and federal agencies serving children and youth.

United Nations Day

October 24, United Nations Day, will serve as a focus for general education of citizens concerning the United Nations. It is hoped that this observance will become more and more a natural expression of our faith and determination to build a peaceful, stable world.

Information that will aid in proper observance of this special day may be secured from the National Citizens' Commission for United Nations Day, 816 Twenty-first Street, N. W., Washington, D. C.

Traveling Art Exhibitions

The American Federation of Arts announces a traveling exhibition of paintings by Turkish children. This exhibition has been prepared especially for children's galleries and libraries.

The paintings by Turkish children are selected by Mrs. Timothy Pfeiffer of Robert College, Istanbul, and loaned to the Federation by Arne W. Randall, Specialist in Fine Arts at the Office of Education, FSA. The paintings reflect the extraordinary progress made in a country where, only a generation ago, the portrayal of people or animals was strictly forbidden by the state religion, Islam. It gives evidence of the lively, imaginative spirit of the children from all parts of the new Turkey. For information on this and other available exhibitions write to The American Federation of Arts, 1262 New Hampshire Avenue, N. W., Washington 6, D. C.

Booklet on Egypt

Customs and ways of life in Egypt, as seen through the eyes of children, are described in a booklet recently produced by the Egyptian Information Bureau.

National festivals, religious rites, home life, school life, geographical features and other topics are discussed. Available without charge from the Egyptian Embassy, 2310 Decatur Place, N. W., Washington, D. C.

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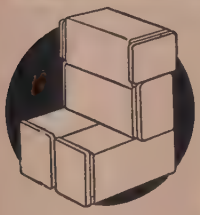

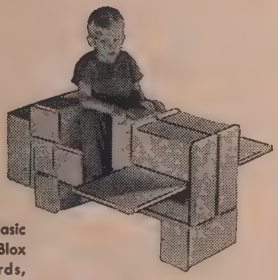

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By *Dean Marshall*, author of *The Invisible Island*
Illustrated by Dorothy Bayley Morse
Mystery and adventure with eight children who build a real country cottage playhouse. Ages 8 to 12.
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By *Ruth Rounds*
Illustrated by Mabel Jones Woodbury
Unusual, moving story of an American boy, guided to safety by Brother Klaus after a plane accident in Switzerland. Ages 8 to 12.
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Books for CHILDREN . . .

Editor, LELAND B. JACOBS

With Halloween in the offing, October can be a month of fabulous credulity for children in the elementary grades. Witches can fly, cats can talk, fay folk can walk the earth, and magic and enchantment can take possession of the mind and heart through the sorcery of literature.

Of course such literature must be tapestried with the truthfulness that is fancy's own province. Fancy dare not be synthetic, fabricated. It must be woven with the warp of originality and the weft of plausibility. Its threads must be genuine, strong with persuasiveness, fast-colored with integrity and beauty. Great fanciful literature must always achieve its acceptance by young readers not so much through its ingeniousness as through its artistic fidelity to the "make-believe" that it would create for the mind's delight.

THE PECULIAR MISS PICKETT. *By Nancy R. Julian. Illustrated by Donald E. Cooke, Philadelphia: John C. Winston Co., 1010 Arch St., 1951. Pp. 73. $1.50.* Somewhat reminiscent of *Mary Poppins,* Miss Pickett is, to understate the matter, a strange and wonderful baby sitter for Carol and Bobby. Perhaps her unusual qualities were due to the fact that she had been born during a thunderstorm. At any rate, her suitcase puffed green smoke, she could catch thieves, she could make milk taste like strawberry soda, and she could make a circus appear in a boy's own bedroom!

Miss Pickett is a bespectacled, white-haired, and daintily mild-mannered old lady, with mysteriously bewitching qualities. The other characters in the story seem mere foils for her bewildering achievements, and the plot is unevenly episodic. But this will probably be acceptable to six- to eight-year-olds who will hopefully scrutinize each new baby sitter for some kinship with *The Peculiar Miss Pickett.*

THE STORY OF SERAPINA. *By Anne H. White. Illustrated by Tony Palazzo. New York: The Viking Press, 18 East 48th St., 1951. Pp. 128. $2.50.* While there are fewer renowned cats in children's literature than there are horses or dogs, the list of famous felines is growing. And Serapina will make a strong bid for lasting fame as an

unusually versatile innovator among the cats of literary distinction.

The Salinuses, as a family, found Serapina entirely credible. That she should combine her talents to become kitchen maid, governess, baby sitter, baseball player, and general wise woman in solving problems was taken for granted particularly by Mr. Salinus and his three children. The neighborhood, however, never did understand the wonders of Serapina's talents. Sometimes even Mrs. Salinus had her doubts.

Anne White is a convincing story teller for children in the middle grades. Serapina and the Salinuses must have captivated the artist, Tony Palazzo, else he could not have so spontaneously interpreted their contagious charm.

THE TALL BOOK OF MAKE-BELIEVE. *Selected by Jane Werner. Illustrated by Garth Williams. New York: Harper and Brothers, 49 East 33rd St., 1950. Pp. 92. $1.* Here is a satisfying collection of stories and poems for little folk, all of which depend on fine fancy for their being. The six stories are bed-time length. "Georgie" by Robert Bright and "The Village of Cream Puffs" by Carl Sandburg are distinguished, chuckle-filled entertainment. Well-chosen poems by such masters of make-believe as Robert Louis Stevenson, Walter de la Mare, Eugene Field, and Dorothy Aldis delightfully lend musical enchantment to many tall pages.

Garth Williams' illustrations are quite right in spirit for this little anthology for very young book-lovers. This artist visualizes expertly the charm of "let's pretend."

THE TOWER BY THE SEA. *By Meindert DeJong. Illustrated by Barbara Comfort. New York: Harper and Brothers, 49 East 33rd St., 1950. Pp. 113. $2.* Suspense whets as it loiters and sustains while it lags. From the very first pages of this old Dutch legend, DeJong honestly tells the reader that this is to be "a sad tale, and a cruel tale." But in the very next breath the writer fastens his hold on the imagination by asserting that "It is a witch's tale, and the tale of a witch's cat." Now, to tell more of the legend would be unjust. The story must tell itself.

Back of all the terror and the impending ill that pervades this narrative for the ten- to twelve-year-old, there is a persistent note, as he continues to read, that simple goodness will

(*Continued on page* 86)

Seven New Fall Books
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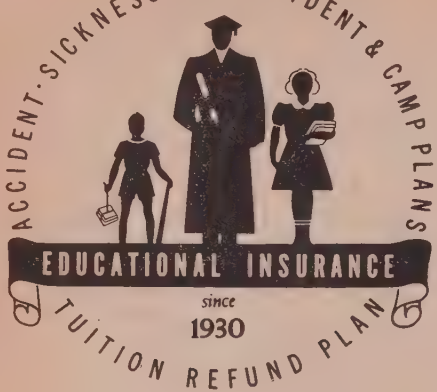

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Books for TEACHERS . . .

Editors, WINIFRED E. BAIN
and MARIE T. COTTER

GROWTH AND DEVELOPMENT OF THE PREADOLESCENT. *By Arthur Witt Blair and William H. Burton. New York: Appleton-Century-Crofts, Inc., 35 W. 32nd St., 1951. Pp. 218. $2.25.* This book pulls together in patchwork style much of the current literature concerning later childhood.

Its chief merits are that it provides the parent and teacher with excerpts from professional studies of later childhood and spares them the excessive statistics so often incorporated as "scientific" vindication of psychological and anthropological studies. It also includes an excellent bibliography.

Such a compilation of information rarely makes exciting reading. This volume is no exception. Yet the authors, no doubt with an eye to text use, have appended to each chapter an interesting assortment of discussion questions. They also offer proposals for field studies and book reviews. The wise teacher will utilize and implement these questions and proposals. The great danger inherent in such a book is that the student thinks he gets, from the text alone, a sufficient picture of the field without reading the original sources and observing human development for himself.

The author's purpose is quite the opposite: "We hope very much that one result will be greater attention to and insight into the problems of these children, with attendant research."—*Reviewed by* MARY E. ULICH, *Wheelock College, Boston.*

CHILDREN FROM SEED TO SAPLINGS *By Martha May Reynolds. Second Edition New York: McGraw-Hill Book Co., 330 W 42nd St., 1951. Pp. 334. $3.75.* This book offers an informal, nontechnical approach to the study of children which should go right to the hearts of those students who feel that the whole area of child study is relatively unstructured.

It is pleasant, easy reading organized to give an overall picture of growth at each age level. The description of each period of growth is followed by practical suggestions for first-hand observation of children. The book is not meant as a reference book for

arents, nor as a guide to advanced study; ut, when it is accompanied by classroom liscussions and directed observation of chil-lren, it should be very useful in helping stu-lents to feel that children are interesting eople.

In the ten year interval between publication of the first and this new second edition the uthor has raised four lively youngsters of ier own. Her book is enriched by the addi-ion of her personal experience to that of her ong professional career in guiding students of child development.—*Reviewed by* Jean Miller, *faculty of human growth and develop-ment, Wheelock College, Boston, Mass.*

MEANINGFUL ART EDUCATION. *By Mil-dred M. Landis, Peoria, Illinois: Chas. A. Bennett Co., 237 N. Monroe St., 1951. Pp. 185. $4.* Those classroom and art teachers who are using art education for the growth and developmental learning of the child, and all professional or lay people who wish to use art in this vital way will find excellent sup-port as well as basic postulates for starting, continuing, and expanding such a program in *Meaningful Art Education.* The method advo-cated by this book is based on the value of the esthetic qualities of child products that have "beauty of material, beauty of form and beauty of meaning and the unity of these." Mrs. Landis explains how "the understanding of these requires the development of empathic or more adequate seeing and intuition." Her book describes in detail the philosophical and psychological background of this thesis and substantiates it with examples of illustrations of children's work to show how a child can be made aware of the possibilities of express-ing his ideas and feelings through the use of art materials.

Mrs. Landis gives some specific steps for guidance of the child in organizing expression although she warns the reader to act according to better judgment, not to direct the child too much nor to allow him to dissipate his energies. These steps can be helpful in work-ing with children as well as in setting up standards of evaluation as long as they are not followed too rigidly so as to crush out all creative activity.

The book has many quotations which are

(*Continued on page* 88)

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Books for Children

(*Continued from page* 83)

prevail. Here is unusual writing for children, psychologically impelling, beautifully fearful, and satisfyingly unique.

THE FAIRY CARAVAN. *By Beatrix Potter. Illustrated by the author. New York: Frederick Warne & Co., Inc., 79 Madison Ave., 1951. Pp. 225. $2.50.* Where is the young American who has not early in his experiences with literature been with Peter Rabbit to Mr. McGregor's garden? Well, here is a longer book for older children by Peter Rabbit's author, tales about William and Alexander's miniature circus.

Alexander, a Highland terrier, and William, a pony, manage a circus, all of whose performers are animals. Shielded from human gaze, this unusual circus performs only for the delight of the animals of field and farmyard, and the seven- to ten-year-old readers, who surreptitiously look in on unusual circus antics. Told in the homely idiom of the writer's English north country and effectively illustrated in her well-known style, many an American child will respond zestfully to Beatrix Potter's sure sense of fun-full fancy.

SCRATCHY. *By John Parke. Illustrated by Charles L. Ripper. New York: William Morrow and Co., 425 Fourth Ave., 1951. Pp. 126. $2.* As a somewhat rejected family pet, Scratchy was an unhappy and undisciplined cat. But after he ran away and became a fisherman's pet, his whole behavior changed. He became a model of feline decorum under the understanding approval of the big, quiet fisherman. No longer was he even named Scratchy; he became Jake—all Jake.

The author skillfully blends the realism of household, city, and wharf with the inner workings of the mind of the cat. Eight- to ten-year-olds will surely comprehend Scratchy's unhackneyed transformation. They will sense, through his eyes and ears and paws and nose, his earnest quest for satisfaction and security.

BERTRAM AND HIS MARVELOUS ADVENTURES. *By Paul T. Gilbert. Illustrated by Anne Stossel. New York: Dodd, Mead and Co., 432 Fourth Ave., 1951. Pp. 175. $2.50.* Bertram certainly does specialize in marvelous adventures with ice bears and

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THE 13TH IS MAGIC. *By Joan Howard. Illustrated by Adrienne Adams. New York: Lothrop, Lee and Shepard Co., Inc., 419 Fourth Ave., 1950. Pp. 169. $2.50.* It was a fortunate day for Ronnie and Jill when the black cat Merlin came into their lives, for it was through Merlin that they got to find the thirteenth floor in their apartment house. It was only through Merlin that they came to have a box of daylight saving time for use in fog and a special snowstorm in Central Park.

These quite-askew experiences of two children in an otherwise work-a-day world are told with sly grins as deliberate tongue-in-cheek hokum. The illustrator joins in the fun by contributing some twenty strong, slightly off-center, convincing black-and-white drawings that amplify the Saunders children's zany escapades. This laughing matter is probably best suited to seven- to ten-year-olds.

THE ADVENTURES OF PINOCCHIO. *By C. Collodi. Illustrated by Ava Morgan, as redrawn from Attilio Mussino. New York: The Macmillan Co., 60 Fifth Ave., 1950. Pp. 206. $2.* Since 1892 American children have been affectionately intrigued by this naughty but triumphant puppet. In a well-made new edition of an old favorite, the mischievous, boastful, vain Pinocchio again steps out from the clear print of appealing page arrangements and into the child reader's sensibilities.

In this edition, the old charm of the Mussino drawings are artfully and appropriately adapted. A modern generation of child readers will take this new edition of *Pinocchio* to their knees as Edgar Bergen takes Charlie McCarthy to his—with even more lasting profit.

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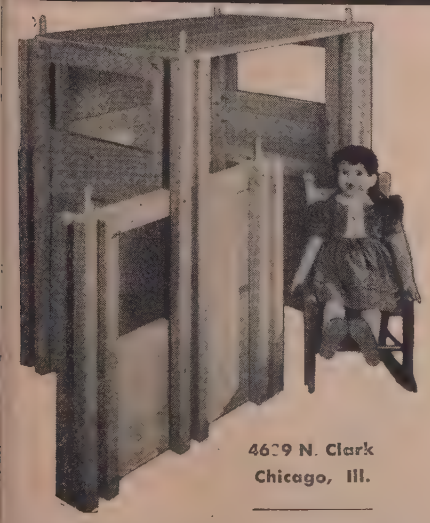

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Books for Teachers

(*Continued from page* 85)

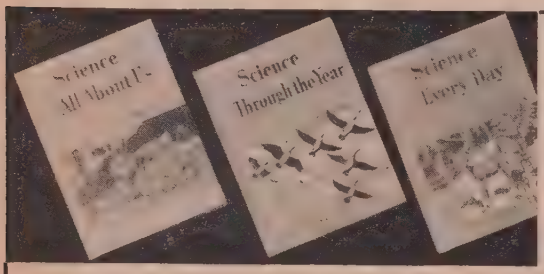
inspiring and informative but they tend to make the meaning disconnected and too academic for the quick grasp and eager searching that characterizes many teachers in the field. However, *Meaningful Art Education* serves a most useful purpose in clarifying various methods, in condemning copying and other false practices, and in urging teachers to become more sensitive to expressive form. It serves to give teachers tangible criteria for evaluation and a broad interpretation of the value of a meaningful art education for society as well as for child development, with emphasis on art as a unifying process.—*Reviewed by* Gertrude M. Abbihl, *faculty of arts and crafts, Wheelock College, Boston, Mass.*

GUIDING THE YOUNG CHILD. *By the California School Supervisors Association, Helen Heffernan, Editor. Boston: D. C. Heath and Co., 285 Columbus Ave., 1951. Pp. 338. $4.25.* This is one of those rare volumes concerned with programs for young children with emphasis on the five-year-olds which should prove to be useful to those interested in survey of kindergarten education. It includes not only the curriculum but touches on some of the basic emotional needs and problems of young children. Fortunately, since the material covers such a wide range, good references follow each chapter. One might wish, however, that less space had been used in anecdotal record and more in the statement of over-all needs of children.

The five appendices, which really comprise an inventory of equipment, materials, and bibliographies (for both adults and children), should be helpful to the inexperienced teacher as well as to administrators who are establishing new schools for young children.

The book is well organized, readable, attractive in format, with excellent photographic illustrations and captions.—*Reviewed by* LILLIAN GEHRI, *Wheelock College, Boston.*

METHODS AND ACTIVITIES IN ELEMENTARY-SCHOOL SCIENCE. *By Glenn O. Blough and Albert J. Huggett. New York: The Dryden Press, 31 W. 54th St., 1951. Pp. 310. $3.75.* Designed as a college text, this book will serve equally well as a refer-



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ence for the teacher in service. Mr. Blough, as Specialist in Elementary Science for the United States Office of Education, and Professor Huggett of Michigan State College, are well aware of the problems in science faced by elementary-school teachers and offer effective help.

The book is practical with an abundance of concrete teaching suggestions. The treatment is simple and straight-forward so that teachers with little background in science should find it extremely helpful. Teachers already familiar with the field and the work of these authors should find this publication as vital and dynamic as they had expected. The first eighty-six pages deal with teaching problems, such as how to obtain teaching materials, how to plan, experiment, use visual aids, and how to incorporate science into an already busy daily program. Part two gives specific teaching suggestions in nineteen different teaching areas.

The bibliography included is an ample one. Not much help is given specifically for work with primary or younger children. The text is well-illustrated with numerous photographs of children at work in science.—*Reviewed by* CLARK HUBLER, *Wheelock College, Boston.*

THESE WELL-ADJUSTED CHILDREN. *By Grace Langdon and Irving W. Stout. New York: John Day Co., Inc., 2 W. 45th St., 1951. Pp. 245. $3.75.* For those parents who have been seeking reassurance in their efforts to provide sensible, democratic, loving, and secure atmosphere in which to rear children, this book may come as a boon.

It tells what the parents of a group of 261 boys and girls from ages 5 to 21 replied to the question "What in the home life accounts for your child's good adjustment?" The accounts are full of common-sense wisdom drawn from everyday experiences where the children had opportunities "to learn from family living." In every account there is mention of relationships within the family as being of greatest importance.

Many ingrained ideas about the influence of the "right" neighborhood, discipline, young parents, in-laws living with the family, "only" children, broken homes, war-children, trailer homes, wealth and health will be challenged and will need to be re-examined.

Readers will differ in the interpretation and evaluation of what the parents of these children said. But the fact that these children were all well-adjusted will leave every reader thoughtful.—*Reviewed by* MARTHA SEELING, *Wheelock College, Boston.*

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Bulletins and Pamphlets

Editor, MAY I. YOUNG

AMERICAN EDUCATION UNDER FIRE. *By Ernest O. Melby. Anti-Defamation League of B'nai B'rith. New York: 212 Fifth Ave., 1951. Pp. 43. 25¢.* The first third of this pamphlet is a straightforward presentation with names, dates, and places showing who it is that is attacking our schools and the methods they are using.

Then comes a short but comprehensive portion on "What is Good Education?" followed by a consideration of how the schools may meet criticisms such as: "The Three R's are being neglected" and "The schools are godless."

Admitting that sincere and well-founded criticism of the schools is to be welcomed, Mr. Melby shows that many of the recent attacks have stemmed from organized "power" groups poorly informed about local situations. He concludes with very practical suggestions as to "How to Secure Good Education."

Read this pamphlet and be alerted—it MAY happen to you!—M.I.Y.

TEMPERATE ZONE: THREE PLAYS FOR PARENTS. (for the American Theatre Wing). *By Nora Stirling. Discussion guide by Lawrence K. Frank. New York: The National Committee for Mental Hygiene, 1790 Broadway, 1950. $2.75.* The development of the socio-drama as a basis for discussion in educational groups reaches a very high peak in these pamphlets. Here is combined the work of the creative artist in writing the plays and that of the educator in giving us suggestions as to their use.

Pitched at various age levels from the preschool through adolescence, the plays with the accompanying guides could be useful for parent-teacher meetings. They would be particularly good in groups where discussions are likely to become too personal or too emotional.

The several pages (6 to 10) in the guide which offer "Note on Discussion Methods" deserve detailed and active study by leaders and participants of any discussion group.—M.I.Y.

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EMOTIONAL PROBLEMS OF GROWING UP. *By Spurgeon English and Stuart M. Finch. Chicago, Illinois: Science Research Associates, 57 W. Grand Ave., 1951. Pp. 48. 40¢.* This excellent pamphlet has six sections:

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(*Continued on page* 92)

New ASCD Publications

Action for Curriculum Improvement, 1951 ASCD Yearbook, describes frontier principles and practices now being developed in American schools. 256 p. Price: $3.50.

Instructional Leadership in Small Schools, new ASCD pamphlet, emphasizes the pivotal role instructional leadership can play in fostering good practices in the small school. 88 p. Price: $1.25.

Teachers for Today's Schools, an ASCD pamphlet prepared by Professor Laura Zirbes, develops an "evaluative approach" to the professional orientation of students in teacher-education institutions. 84 p. Price: $1.25.

Time and Funds for Curriculum Development, reports current practices in regard to releasing teachers for curriculum planning. 16 p. Price: 50 cents.

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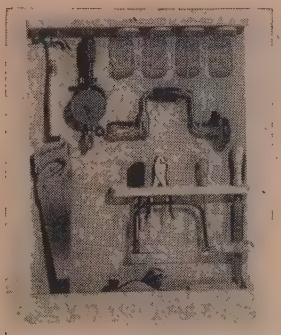

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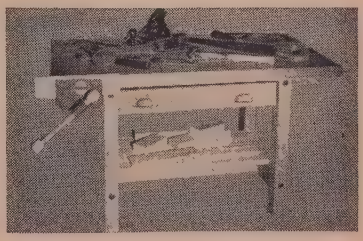

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Bulletins and PAMPHLETS

(*Continued from page 91*)

EXPLORING CHILDREN'S INTERESTS. *By G. Frederic Kuder and Blanche B. Paulson. Chicago, Illinois: Science Research Associates, 57 W. Grand Ave., 1951. Pp. 48. 40¢.* One of the ever present problems confronting the parent and teacher is for wisdom and understanding in meeting, furthering, guiding, and providing the experiences that develop the interests of children.

Exploring Children's Interests clarifies the understanding of interest in showing its relation to experience, ability, and the concomitant attitudes surrounding its development. It shows how the strengths of varying interests may be used. It suggests ways of helping the child with a too-wide and ever-fleeting span of interests and likewise suggests how to broaden the experiences needed by the child of few and perhaps too intense interests.

The postscript to parents and teachers has sound advice even for us oldsters.—*Reviewed by* MARGARET A. NEUBER, *associate professor of education, Pennsylvania State College, State College, Pa.*

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Louise Binder Scott
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HEALTH ADVENTURE SERIES. *Produced by Jam Handy, 2821 E. Grand Blvd., Detroit, 1950. Color, $6.45 each. 7 filmstrips and 469 frames. Silent.* "Your Bones and Muscles" contains units on their work, and how good posture helps. "Your Heart and Lungs" contains units on lungs and heart at work, what blood is like, and taking care of lungs and heart. "Your Nose and Throat" contains units on the nose when breathing, smelling and testing; how the throat works for protection against colds. "Your Food and Digestion" contains units on how the body uses food and how to help the digestive system. "Your Skin and Its Care" contains units on what skin is like, how it works, and care of skin, nails, and hair. "How Your Ears Work" contains units on what is sound, how sounds are heard, and how to help ears do their work. "Sleep and Rest" contains units on need for sleep and rest; what hap-

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- the opportunity to discover the rich variety of meaning in language, before occupational demands begin to limit our interests.
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We express ourselves in many ways, *but language—the richest store of human experience, meaning, and truth*—is the way open to most of us. That experience can only be reached after we have mastered the language skills, but schools must never be asked to teach these skills without being allowed to provide opportunities to use them in search for understanding—of the individual, of his neighbor, and of the world. By keeping the two sets of values in mind, Dr. Lillian E. Billington has evolved a spelling program which is a full partner in the education of children. WORD POWER THROUGH SPELLING, grades 2 through 8, provides a thorough-going skills program, tied to meaningful experiences in *using* language, written and spoken.

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pens during sleep, and how to rest and sleep well.

Each strip treats the purpose and function of each body part, and the necessary care. It explains the "why" of health rules. The summaries and questions are excellent. A three-dimensional effect is gained by use of a color photograph against a sketched background.—*Reviewed by Great Lakes Film Review Center.*

ANIMAL STORIES. *Produced by Jam Handy, 2821 E. Grand Blvd., Detroit, 1950. Color set; $23.40 for the series; $4.20 for each filmstrip. 159 frames in six filmstrips. Silent with captions.* Stories for kindergarten-primary children written and illustrated by Margaret Bradfield and Jean George. Six pleasant little stories which will stimulate conversation with young children. The best one is "The Adventure of Pete and His Dog" which is a true story. The troubles the dog gets into are typical of most family pets. "Mrs. Cackle Becomes a Good Citizen" is the funny story of a hen who cannot get along with other hens. The backgrounds for these two stories are clear and not too detailed.

"Brush, the Red Squirrel," "Hoppy, the Rabbit," "Rings, the Raccoon," and "Lazy Bear Cubs" have plots in which the animal gets into mischief and trouble and then reforms. The last four may be questioned as to moralistic nature of story and as to confusing backgrounds used.—*Reviewed by Great Lakes Film Review Center.*

ANGRY BOY. *Produced by Affiliated Film Producers. Order from International Film Bureau, Inc., 6 N. Michigan Ave., Chicago. Black and white, $105. 33 min. Sound. Sponsored by Mental Health Film Board and State of Michigan. For parents, teachers, and all who work with children.* This film is one of a series planned and produced under the supervision of a board of psychiatrists and public health specialists. It is intended to help parents and all who work with children understand what may be behind annoying and troublesome behavior on the part of some youngsters. Pre-adolescent Tommy Randall, who is in serious trouble at school, is referred to a child guidance clinic by his understanding teachers. Here both he and his well-meaning, but domineering

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mother, receive guidance and patient help. In time the emotional tensions of Tommy's home are eased and the boy is increasingly able to handle his emotions and to face the world without hostility. The film presents a clear picture of modern psychiatry at work, but more than that, it is a moving story of a troubled child. From a technical standpoint, the film is excellent, especially the acting of the boy, Tommy. It could serve as the springboard for discussion in many groups under proper leadership.—*Reviewed by Great Lakes Film Review Center.*

DAVID GOES TO MARKET. *Produced by Tompkins Films, 1046 W. Edgeware Road, Los Angeles, 1950. Color, $90. Sound. For grades one through five.* Children will enjoy this story about a head of lettuce as told by the many workers, each in his own voice, who have a part in the growing and marketing of the product. The use of fifteen voices adds realism and interest. The logical presentation of the story, well-paced and well-photographed, helps us all to understand the interdependence of people and the "why" of prices. Close-ups of modern farm machinery and irrigation methods show how each works and contributes to the one job. One cannot help but appreciate and realize the thinking, planning, and cooperation of the many people that produce and distribute one food common and familiar to all.—*Reviewed by Great Lakes Film Review Center.*

THE SALMON STORY. *Produced by Coronet Films, Coronet Bldg., Chicago, Ill., 1950. Black and white, $56.25; color, $112.50. Sound. 14 min. For grades seven to twelve; adults.* The building of great dams on the rivers of the Northwest has interfered with the normal life pattern of salmon who must ascend these rivers to spawn. When man interferes with nature he must make provision for the wildlife if it is to survive. The film shows what is being done to breed salmon in fish hatcheries, bringing out the life cycle of salmon under modern conditions.

The color photography is beautiful but the details are not always easy to see. An animated map given at the beginning of the film is interesting but would be more helpful if used in later development.

The second part of the film depicts salmon fishing and canning and the importance it plays to our total food supply.

The film contains so much information it should probably be shown in two sections, or at least with a "break."—*Great Lakes Film Review Center.*

APPLES (From Seedling to Market). *Produced by Encyclopedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Ill., Consultant T. A. Merrill, 1951. Color, $100. Sound. 10 min. For grades four to twelve.* The process of producing apples involves many people before the apples reach the consumer. This film shows the planting of the seed, pollination, pruning, and spraying of the trees. One of the most interesting parts includes the grafting of trees to produce larger apples. The interdependence of people is well shown with scenes of men picking the fruit with proper care, hauling to packing plant, and the careful handling required in the packing plant.

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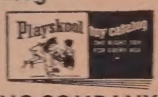

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very clear illustrations of different activities. —*North Atlantic Film Review Center.*

BIRDS ARE INTERESTING. *Produced by Encyclopedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Ill., 1950. Color, $100; rent $4. Sound. 10 min. For intermediate and junior high.* Birds are animals with feathers. They differ from one another in shape of feet, beaks, and wings. Each bird is thereby adapted to a certain environment, food requirements, and life pattern. The photography includes good closeups of the birds. There is an interesting selection of birds to exemplify various groups.—*Great Lakes Film Review Center.*

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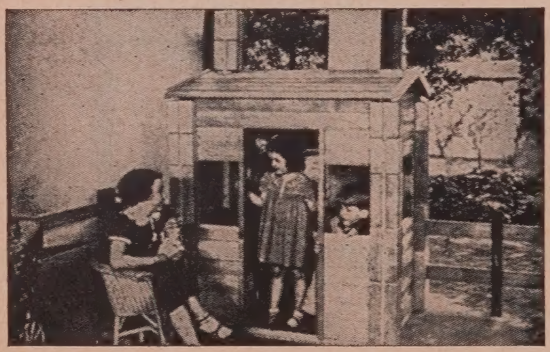

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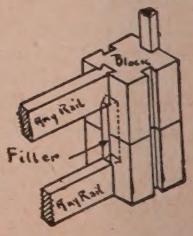

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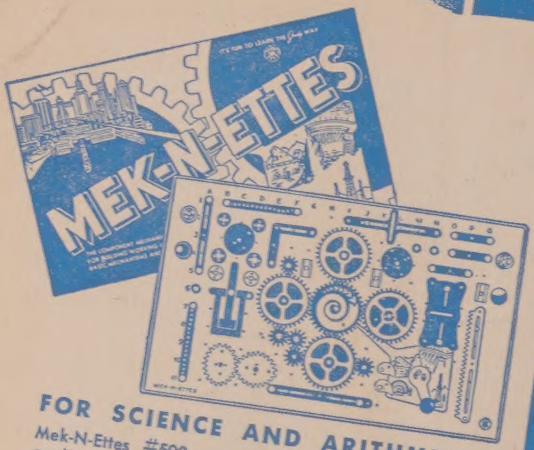

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